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ABSTRACT

A review of the Area V Planning Committee's study and evaluation of vocational education programs in Alameda and Contra Costa Counties, California, is presented. Three generalized problem areas were addressed, including: (1) financial support for needed programs; (2) the development of new programs and the evaluation of old ones; and, (3) the lack of a system to coordinate programs and encourage school district cooperation. Problems encountered by the committee included confusion as to the appropriate roles for the committee, its members, and agencies in terms of the area planning process. The adequacy of and accessibility to planning information and financial support for the planning program were also problem areas. Conclusions and recommendations are presented, emphasizing: coordination between vocational education programs, financial support from the State government to help implement educational and manpower information systems, the establishment of a monitoring system for vocational education program status and planning, and regulatory measures. A complete listing of the Committee recommendations and their present status, committee members, and Article 10.4 of the California Education Code are appended. The document is one of a series regarding Area V. (LH)

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STATUS OF VOCATIONAL EDUCATION AND VOCATIONAL EDUCATION PLANNING IN AREA V

Area V Vocational Planning Committee

June 1975

75 Santa Barbara Road
Pleasant Hill, California 94523

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STATUS OF VOCATIONAL EDUCATION AND VOCATIONAL EDUCATION PLANNING IN AREA V

Area V Vocational Planning Committee

June 1975

75 Santa Barbara Road
Pleasant Hill, California 94523

AREA V

VOCATIONAL PLANNING COMMITTEE

ALAMEDA
CONTRA COSTA
COUNTIES

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June 30, 1975

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Executive Director

California State Board of Education
Board of Governors of the California Community Colleges
Other Appropriate Policy Making Bodies

Ladies and Gentlemen:

The Area V Vocational Planning Committee submits this report as part of its continuing effort toward the improvement of vocational education, particularly the improvement of vocational education in Alameda and Contra Costa Counties.

The report is intended to pass on to others that experience and insight which has been acquired by the Committee through many hours of study and deliberation.

It is oriented largely toward the process of planning for vocational education on an area or regional basis. Illustrations of actions are provided which were consistent with Committee recommendation, but the report also describes situations in which little or no progress was observed.

Further, the report recognizes that the responsibility for vocational education planning should be assigned primarily to administrators whereas non-educators should have a major responsibility for the monitoring of all education and particularly for the monitoring of vocational education.

We hope that it will assist you in your deliberations as to how vocational education and planning can become more effective.

Sincerely,

Edith Draemel

(Mrs.) Edith Draemel, Chairperson
Area V Committee

William F. Banaghan

William F. Banaghan, Executive Director
Vocational Planning Area V

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STATUS OF VOCATIONAL EDUCATION AND
VOCATIONAL EDUCATION PLANNING IN AREA V

Introduction

In establishing a public educational system, California chose a school and college district system which provides a high degree of local control. Some of the advantages of this procedure are that it eliminates the need for, and expense of, a series of supervisory levels, more readily permits flexibility of instructional programs from one district to another, and from one year to another. It is also assumed that localized boards and administrators become more attuned to the local needs than does a state administered system. Thus, the state retains its ultimate responsibility for education but provides a minimal amount of administration, whereas the local agency acquires local responsibility for administering a part of the statewide system. In actual practice, the state level administrators and legislators have found that most local districts are unable to, or fail to, meet state level expectations without additional legislative direction or assistance.

Indeed, on a statewide basis, or even on a multi-district basis, it had become evident that the planning which occurred within each district tended to be district oriented and at times incompatible with the offerings of neighboring or overlapping districts or agencies. In response to this situation, the state legislature, which retains ultimate responsibility for education, in effect demanded that the situation be remedied and called for the establishment of area planning committees as a means of stimulating needed change.

It is evident that the naming of the groups as "planning committees" suggested to many people in education that the committees were to assume some of the planning functions of vocational administrators. To others, the committees were seen as agents with the authority to direct that schools and colleges make desired changes. In actual practice, the committees have functioned as a device to monitor and to study vocational education and to make recommendation for needed improvements.

Area V Vocational Planning Committee Action

The Vocational Planning Committee for Area V, located in Alameda and Contra Costa Counties, did accept its responsibility, it did organize itself into a continuing study and evaluation group, it did produce several reports of its findings, and it did provide recommendations for action by local, county and state level agencies. In its third report, dated April, 1972, the Committee noted that the problem most often mentioned by vocational administrators was that of financing needed programs. A second problem had to do with the process of developing new programs and for reviewing and evaluating older programs. The data essential to this process was seldom available and often inaccurate. The third generalized problem, also related to those above, was the lack of a system for coordination of programs and cooperation of districts.

These problems, whether they be funding, evaluating, coordinating, or cooperation, apply not only to the vocational instructional programs, but also to the related services, such as remedial education and guidance services.

The April, 1973 Report, "Plan for the Improvement of Vocational Education" referred to twenty-three specific topics of concern re vocational education and provided recommendations for each. In each situation, the Area V Vocational Planning Committee felt that there was a need for the affected agencies, whether they be local, district, county office, or state agencies, to join together for a coordinated and cooperative attack on the problems.

Recent observation suggests that, in those cases in which such coordinated effort did occur, significant progress has occurred. The status of action related to each of these recommendations is described in the addendum to this report.

Problems in the Implementation of Area Planning

The Area V Committee has experienced several problems in implementing area planning in Alameda and Contra Costa Counties. Although these may be unique to this area, it seems more likely that they are characteristic of each of the five planning areas. The problems have to do with (1) roles of the Committee, of Committee members and of educational and other agencies as part of the area planning process; (2) the adequacy and the access to planning information; and (3) the financial support of area planning.

Roles in Area Planning: As indicated above, there has been a variety of opinions on the part of educators and of the Committee members as to the designated role of the Committee and also as to what the designated role of the Committee should be. This lack of agreement as to the proper role of the Committee and also the question as to the appropriate make-up of Committee membership continues.

Apparently, the Legislature sees as the most important role of area planning committees the elimination of unnecessary programs and the guiding of vocational educators toward needed programs. On the other hand, many educational administrators expect assistance in acquiring manpower information and in acquiring resources for their programs. Some thought of the Committee as a threat to their own autonomy whereas others saw it only as an agency competing with the administrators for vocational education money.

Planning Information: Strangely, there has been relatively little attention given by the Legislature to the needs for planning information. In spite of the recommendations made by each of the area committees and by the California Advisory Council on Vocational Education and Technical Training, relatively little has been done to assure that planners at any level had the kinds of information which were necessary for planning to be effective or even for legislators to become aware of the actual progress or lack of progress in vocational education and manpower training programs. Although it must be acknowledged that there has been significant progress during the past few years, the problem remains essentially the same. Until an effective manpower and educational information system is implemented, there will be little effective vocational planning that is truly area or regional in scope. Neither will there be a way of verifying for legislators or others who allocate resources, whether the local,

regional or state planning is in fact effective and providing the educational service which is most needed.

Finance: Although the citizens of California spend many hundreds of millions of dollars annually for vocational education, and although there appears to be a rampant suspicion among legislators that the educational community is at least lax, if not down right irresponsible in its expansion of vocational education, the legislators have failed to allocate funds for the area planning effort or for any system to provide a continual overview of what is happening in vocational education. In spite of this lack of encouragement, each of the area committees has attempted to monitor and/or develop a procedure whereby the vocational product of the schools and colleges could be monitored and evaluated.

Conclusions and Recommendations

The manner in which education is organized in California and, indeed, in most of the United States, places great emphasis and value on the autonomy of each district and, at times, on the autonomy of each school and college within the district. Both private and public schools and colleges have been organized to function independently and that is generally just what they do. Concerning the duplication of programs, it should be noted that there has been almost nothing to prevent schools or colleges from offering overlapping programs in vocational education as long as the program could be funded from local sources.

The establishing of area planning committees in effect appears to have been an attempt to provide direction to the schools and colleges toward cooperation and coordination, an activity which ordinarily can be done successfully only through agencies with a degree of administrative or fiscal control over the educational agency being directed. It should be noted that the legislation presently under consideration re regional planning also fails to provide this administrative or fiscal control.

Perhaps it is time to again recognize and to emphasize that it is the responsibility of the vocational administrators in each of the schools, colleges and districts to coordinate their efforts with those of other providers of vocational education. It is obvious that many districts have failed to fulfill this responsibility but it continues to be very difficult to evaluate the extent to which the responsibility has been ignored or evaded or to pinpoint responsibility when such does occur.

If an effective management information system could be made available to the vocational administrators, there would be little excuse for ignoring this responsibility. Similarly, if a system were designed to monitor the progress and product of vocational education, it would be possible to hold the districts accountable for their efforts. Localized committees, made up of representatives of the public affected by the product of public education, could review district plans, program proposals, follow-up and other reports and provide written recommendations to local and/or state level agencies regarding possible improvements in vocational education. Such comments would provide added information for state level planning and decision making.

The Area V Vocational Planning Committee therefore submits the following recommendations:

(1) That it be clearly stated by the State Board of Education which also serves as the State Board for Vocational Education, that it is the responsibility of each school and college district to coordinate its planning efforts and its vocational programs with other providers of occupationally related education and training.

(2) That the Legislature and the Governor encourage and provide funding for completion of a comprehensive educational and manpower information system oriented to the needs of individuals and agencies which provide occupationally related education and training.

(3) That there be established a system of regional vocational education monitoring committees composed primarily of non-educators but inclusive of vocational educators, which would have as their primary responsibility the review of all proposals, reports and projections for vocational education and related services, and which would submit written comments to appropriate agencies regarding the status of and planning for vocational programs and services.

(4) That agencies receiving written recommendations from regional vocational education monitoring committees be required to respond to such committees within a specific period of time as to the feasibility of the recommendation and as to the intended action, if any, to be made by the agency in response to the recommendation.

ADDENDUM I

1973 AVPC Recommendations and Present Status

1973 AVPC Recommendations	Present Status
A.1 Financing Vocational Opportunities: The lack of resources to provide the needed expansion of vocational education was recognized as a major problem. The Committee recommended that, in each county the districts acquire additional funding by providing additional vocational programs through the ROP on a countywide administrative structure.	A.A.1 Contra Costa County has rearranged its ROP so that all Contra Costa districts are actively involved and programs have multiplied. The existing ROP/ROCs in Alameda County are continuing to expand with some consideration being given toward joint use between centers. The districts uncommitted to ROP have shown interest and have initiated discussion of county-operated or other ROP but no action has been concluded.
A.2 There has been a lack of understanding of the rules and regulations controlling the allocation of funds which could be used for manpower development, vocational education, etc. The Committee recommended that a brochure be developed and distributed to agencies which might apply for such funding.	A.A.2 No brochure has been produced and distributed throughout Area V to provide this information. The Area V Vocational Planning Committee has provided speakers on specific funding agencies and state and county-level agencies have provided workshops regarding their own particular funding activity.
A.3 Although there has been much information on manpower need, trends, etc., it has been extremely difficult and time-consuming to acquire reliable and specific information on a particular occupation or cluster of occupations.	A.A.3 Certain state and local-level agencies have joined together to establish such a system. Workshops have been held to help familiarize users with the material. As yet, relatively few people understand the potential uses and weaknesses of the material.
A.4 Vocational Discrimination Practices: There has long been concern that certain vocational programs were used as a dumping ground for low-achieving students and that women and minorities were excluded from other programs. The Committee did compare the over-all enrollment of minority students to the	A.A.4 No task force has been established nor has any report come to the attention of the Committee regarding the extent of such enrollment. However, it is obvious from enrollment figures that there continues to be a strong tendency for women to enroll in certain programs and not to enroll in others.

1973 AVPC Recommendations	Present Status
total student population and found the proportions to be essentially equal. It recommended that a more comprehensive study be conducted to ascertain the extent to which minorities and women are encouraged to enter, or are excluded from, specific programs.	
B.1 Vocational Competency: Although vocational programs are designed to prepare people for jobs, in actual practice many vocational programs have been created which were poorly defined in terms of those skills to be acquired for entry into specific occupations. The Committee recommended that an agency, such as the California Guidance Center, be established in the Bay Area to help define these standards.	B.B.1 The Area V Committee did bring together representatives of Bay Area County Offices, other agencies, and Business and Industry to develop a proposal to establish a California Guidance Center in the Bay Area. The Center was established in Southern California. However, as the result of recent legislation and workshops on this topic, schools and colleges have more clearly defined their objectives and thus, in many cases, their standards.
B.2 Occupational Analyses for Teaching: The level of competency and the skills involved in many vocational programs were poorly defined. It was recommended that procedures for providing such information to providers of vocational education be established.	B.B.2 As a result of contact made with E.D.D., format of occupational descriptions has been changed. Data provided through state agencies, and ERIC, are now more clearly described and available for many occupations.
B.3 Vocational Instructional Packages: The development of a new program in a school or college often required considerable effort to acquire data and develop curriculum for instructional units which were essentially the same as units developed elsewhere. It was recommended that there be established resource files of such materials.	B.B.3 The State Department of Education, the Chancellor's Office for Community Colleges, and ERIC have each acquired and made available the needed kinds of information on a large number of instructional units. These are available locally, via computer link-up, through the County Office. New materials are being added continually.

1973 AVPC Recommendations	Present Status
B.4 Vocational Certificates: Some schools and colleges have been providing a certificate which very specifically describes the competencies of the holder. The competencies acquired in most programs were not so described. The Committee recommended that procedures be established to provide such certification and that such certification be applicable to appropriate licensure.	B.B.4 Although it appears that there has been an expansion in the use of such certificates, the Area V Vocational Planning Committee is unaware of any coordinated effort in this direction.
B.5 Vocational Instructional Costs: Although it is required that each district maintain a system to account for all income and expenses, and most districts can put a monetary cost on each program, there is no way of reliably comparing similar programs in neighboring districts on a cost basis. The Committee recommended that such a system be developed.	B.B.5 The Committee is unaware that any such effort has taken place. The Committee itself, with Contra Costa County, is in the process of initiating a system for maintaining an inventory of programs upon which such a system can be built.
B.6 Financial Incentives For Quality: The system whereby districts are funded in part on the number of students enrolled, and on a local tax, ignores the probable motivating effect of providing a financial incentive for quality instruction.	B.B.6 The Committee is unaware of any significant effort on the part of state-level agencies or the legislature to initiate such a system.
C.1 Comprehensive Monitoring System: There is a need to systematize and consolidate the majority of follow-up efforts. The Committee recommended that districts coordinate their efforts and cooperatively finance and utilize a common system for most of their follow-up studies.	C.C.1 Although some coordination of effort may have occurred, the majority of follow-up studies continue to be done in a district by the individual district or some research agency.

1973 AVPC Recommendations	Present Status
D.1 Curriculum: The Committee recommended that an evaluation be made as to the status of prevocational education and that models of curriculum materials be acquired, and that development of prevocational materials be stimulated.	D.D.1 The County Offices have acquired models and have offered workshops on prevocational education as part of the career education concept. Although specific data is not available on the number of districts which are now implementing prevocational aspects of career education, it is known that the larger, as well as some of the smaller, districts in Area V are expanding their programs.
E.1 Vocational Competency--Self-Guidance: The Committee, as well as several professional and research groups, has found wide-spread weakness in vocational guidance services and a shortage of funds to provide such service in the rather traditional one-to-one manner. It recommended a shift in procedure toward procedures which provide for a self-analysis by each student utilizing standard materials and group procedures.	E.E.1 Although no areawide survey has been completed in the past year re the effectiveness of vocational guidance services, it is known that many districts have initiated career information centers which stress self-help situations for students.
E.2 Vocational Counselors: The Committee recognized that the number of qualified vocational counselors was inadequate to meet the demand and recommended that training institutions provide realistic programs for preparing qualified vocational counselors.	E.E.2 The Committee contacted local colleges, universities, guidance, vocational and administrative personnel and completed an analysis of competencies desired in vocationally oriented counseling and guidance personnel. This material has been distributed locally and to some extent has been used by the American Institutes for Research in their development of training models for guidance personnel. The Alameda County Office has developed several instructional units which are appropriate for inservice training. Under university extension,

1973 AVPC Recommendations	Present Status
	the Area V Vocational Planning Committee has proposed two courses oriented toward guidance and instructional personnel, one of which will be offered in the Fall, 1975.
F.1 College Credits for College Work: In April 1972, the Committee reported that 20 of the 24 high school districts responding had less than 3% of their students also enrolled in courses at the community college level. The Committee recommended that an active attempt be made to provide space for high school students and to recruit currently enrolled high school students into some of tne programs.	F.F.1 The Committee is unaware of any increased effort to provide dual enrollment for high school students or to encourage their participation.
G.1 Vocational Competency Evaluation: The granting of advanced placement credit to outstanding high school graduates has been possible in each of the local community colleges, and is commonly followed in many of the vocational business programs. However, for students from the majority of high school vocational programs, no credit is granted for their vocational education achievements. The Committee recommended that a system be developed for certification and evaluation of vocational competencies.	G.G.1 Initial steps are being taken between some community colleges and their feeder schools to identify all presently existing common units of instruction. This is, of course, necessary if a college is to provide advanced credit and is to be commended. However, the Committee is unaware of any great shift in the proportion of students now getting advanced credit or that any new system of advanced placement has been developed.

1973 AVPC Recommendations	Present Status
H.1 Evaluation: Many people are unable to enter and succeed in vocational training programs because of academic deficiencies. The Committee recommended that a systematic identification of academic deficiencies be made for each student desiring vocational training and that easy access to remedial education be provided. Further, that a study be made of procedures and materials that could be utilized and the extent to which such materials and procedures are utilized.	H.H.1 A number of districts have made significant improvements in the services offered to educationally disadvantaged students. However, the Committee knows of no evaluation as to the extent or effectiveness of these services now being provided.
I.1 Promotion: Work experience education is a valuable experience for many students and employees. The Committee recommended that, in a systematic manner, information material be developed to inform students and the public of these programs.	I.I.1 The California Association of Work Experience Educators, in cooperation with the California State Department of Education, have published the handbook, Work Experience Education, which describes procedures for informing the publics about the program, and an illustration of a handbook for teachers and others, to inform them of the program.
I.2 Work Experience Credits: The vocational skill and knowledges of work experience students should be evaluated so as to provide a measurement of beginning level and achievement in the program and the procedure for obtaining credit for work experience should be publicized.	I.I.2 Although credit is commonly granted for achievement attained through employment or work experience, the Committee knows of no effort to standardize the process based upon specific skills and knowledges achieved.

1973 AVPC Recommendations	Present Status
I.3 Work Experience Education Placements: There has been a lack of coordination between work experience placement personnel which has resulted in duplicate contacts and supervision to the same employer. The Committee recommended that a single designated agency serve as a community work placement coordination and placement office in respect to work experience placement.	I.I.3 Some effort has been made under the leadership of the CAWEE organization to bring about coordination between work experience personnel. The Committee is not aware of the degree of success of this action.
I.4 Training of Teacher-Coordinators: The Committee found few teacher-coordinators of work experience education in schools, colleges, and personnel departments. It was recommended that educational agencies and employers be informed as to the advantages and disadvantages of pre-service and in-service training of teacher-coordinators.	I.I.4 The Committee is unaware as to the extent to which in-service and pre-service training has been encouraged. However, the Work Experience Handbook developed by CAWEE and the State Department of Education is an impressive step in the process.
J.1 Coordination of Public Information Activities: It is important that the character and value of vocational education be made known to students, parents, teachers, employers, legislators, and others. The Committee recommended that coordination of effort occur at the local, the area, and at the state level to provide information to these publics.	J.J.1 The State Department of Education and the Chancellor's Office for Community Colleges have developed a film, videotape, and other materials to inform the public. These materials have had wide distribution and were favorably received. Local districts produce brochures and other materials for district distribution. Most of these materials are very informative. The Area V Vocational Planning Committee is developing a computer-based inventory of programs, which provides vocational guidance in Area V and which will be distributed to each high school, community college, rehabilitation, E.D.D. and social service office.

ADDENDUM II

AREA V VOCATIONAL PLANNING COMMITTEE

Representatives of the Governing Boards of Community College Districts:

Dr. C. Curtis Aller, Peralta Community College District
Mrs. Ann Duncan, South County Joint Community College District
Mr. Kenneth L. Foster, Fremont/Newark Community College District

Representative of the State Employment Development Department:

Mr. Frank Briscoe, District Administrator for Alameda County, State of California E.D.D., Richmond

Public Members Who, Through Knowledge and Experience, are Representative of the Industries in the Area:

Mr. Philip Brubaker, Training Director, Standard Oil Co., Richmond
Mrs. Pat Cochrane, Commercial Staff Supervisor, Pacific Telephone Co., Walnut Creek
Mr. Carl Jaramillo, Business Rep., United Public Employees Local 390, Oakland
Mr. James L. Rowe, Retired, Sandia Laboratory, and Natural Gas Saver, Inc.

Public Members Who are Knowledgeable About the Disadvantaged:

Mr. Frank Dodson, Electrical Engineer, Naval Air Station, Alameda
Mr. Ricardo Ribeiro, Work Experience Coordinator, James Logan High School, Union City
Mr. Michael White, Rep., Human Resources Development Institute, - AFL-CIO, Alameda County

Representatives of Private Post-Secondary Educational Institutions:

Mr. Richard C. Ivey, Educator, Armstrong College, Berkeley
Mr. William J. Parrie, Vice-Pres., Athena-Albany Beauty College; Pres. Calif. Schools of Cosmetology Assn.
Mr. Kenneth C. Ruppenthal, Owner, Polly Priest Business College, Oakland and Concord

Representative from a County Office of Education:

Mr. Ray Cupps, Vocational Education Coordinator, Alameda County Schools Department, Hayward

Representatives of School Districts Maintaining High Schools Within the Area:

Mrs. Edith Draemel, Board Member, Mt. Diablo Unified School District, Concord
Mrs. Ruth Ganong, Board Member, Albany Unified School District, Albany
Mr. Barney E. Hilburn, Board Member, Oakland Unified School District

Representative of R.O.P.:

Mr. William G. Fortman, Vocational Education Coordinator, Oakland Unified School District

Area V Vocational Planning Committee (Cont.)

Representative of Apprenticeship:

Mr. Clyde R. Hammer, Senior Consultant, Division of Apprenticeship Standards, Oakland, California

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Former Area V Vocational Planning Committee Members:

Mr. William Z. Barnes
Mr. Jack K. Chapman
Mr. E. J. (Jay) Chinn
Mr. Ray Dones
Mrs. Ida Dunson
Mr. Morteza Fadavi
Mr. John W. Tilden
Mrs. Lupana V. Flores
Mr. Thomas Gruenig
Dr. W. G. Hawkins
Mr. Charles K. Hum
Mr. George Jarrett
Mr. Gene Johnson
Mr. Donald Oliphant
Mr. Mark Sanders
Mr. J. Cecil Smith
Dr. Harley Sorensen
Mrs. Arabella Springer
Mr. John Torres
Dr. Lee R. Winters
Miss Phyllis Woodward

Staff - Vocational Planning Area V:

Executive Director - William F. Banaghan, Ph.D.
Secretary - Ellice Darrow

ADDENDUM III

Article 10.4 of California Education Code

Vocational Areas

6268. There are hereby created within the state a number of vocational areas, not to exceed 15, which shall have boundaries as determined, within 90 days after the effective date of this section, by the Director of Employment Development, the Director of Vocational Education, and the Chancellor of the California Community Colleges. Such areas shall, as far as possible, be developed along job market lines.

Area Vocational Committees

6268.2. In a minimum of four vocational areas, an area vocational planning committee shall be selected pursuant to Section 6268.8 to assume the responsibility of developing recommendations for the short-term improvement of existing vocational educational programs and a master plan for the improvement of vocational education within the area; subject to appropriations by the Legislature, an area vocational planning committee shall be selected pursuant to Section 6268.2 in a maximum of nine vocational areas for such purposes.

The selection of such vocational areas shall be made by the Director of Employment Development, the Director of Vocational Education, and the Chancellor of the California Community Colleges. The selected vocational areas shall be sufficiently representative of all the vocational areas to demonstrate the feasibility of extending this system of planning throughout the state.

Master Plan Considerations

6268.4 Development of a master plan pursuant to Section 6268.2 shall include, but not be limited to, consideration of the following areas:

(a) Assess whether a proper assortment, as measured by skill demands determined from local and area employment surveys, of programs in the educational curriculum is offered in the area, while avoiding unnecessary duplication of programs.

(b) Review quality standards of vocational instruction in the area.

(c) Assure that information derived from followup studies is shared among educational institutions offering vocational education.

(d) Encourage and assist local school districts to offer effective prevocational programs.

(e) Insure that guidance and counseling information relative to vocational education and occupational experience is made available to all junior high school, high school, and junior college students in the area, and insure that a substantial part of such guidance and counseling is provided by business and industry personnel.

(f) Assist in arranging, wherever appropriate, for high school juniors and seniors to take courses in junior college vocational programs.

(g) Assure that workable arrangements are established to grant advanced placement in vocational programs to outstanding high school graduates.

(h) Assure that remedial programs are available, in high schools, in adult schools, and in junior colleges, to allow young people who desire to enter technical programs (or who desire to enter apprenticeship), but who lack the academic qualifications, to have the opportunity to acquire those qualifications.

(i) Encourage the greater use of cooperative or work experience education programs.

(j) Inform the public of the merits and strengths of vocational education to the end that vocational education will be moved toward a parity of esteem with all other curricular areas.

Membership of Area Vocational Committee

6268.6. Each area vocational planning committee shall be composed of 21 members, as follows:

(a) Three members who shall be members of governing boards of community college districts within the area;

(b) Three members who shall be members of governing boards of school districts maintaining high schools within the area;

(c) One representative of the Department of Employment Development;

(d) Five public members who, through knowledge and experience, are representative of business and industry, and labor organizations in the area;

(e) Three public members who, through personal involvement and experience, are knowledgeable about the disadvantaged. At least one such member shall be representative of the private organizations concerned with manpower training programs or opportunity programs, or both, for the disadvantaged in the area;

(f) Three members representating private postsecondary educational institutions within the area which have been authorized or approved under the provisions of paragraph (2) of subdivision (a), and subdivisions (b), (c), and (d) of, Section 29007, and Section 29007.5;

(g) One member representing a county office of education within the area.

(h) One member representing a regional occupational center or program within the area. If a regional occupation center or program does not exist in the area, the member shall be a person who is knowledgeable about such programs.

(i) One member representing a multicounty joint apprenticeship committee or joint training committee, established pursuant to Chapter 4 (commencing with Section 3070) of Division 3 of the Labor Code and serving the subject area.

6268.7. Each area vocational planning committee shall determine a system of membership rotation so that, after the first two years of operation, the terms of approximately one-third of the committee membership will expire each year. The term of appointment for each area vocational planning committee member shall extend for a period of three years.

Membership of Area Vocational Committee; Selection

6268.8. The members of each area vocational planning committee shall be selected in the following manner:

(a) Each of the three members of governing boards of community college districts within the area shall be selected by a plurality of the votes cast in an election by the governing boards of community college districts within the area. The governing board of each community college district within the area shall have one vote in each election.

(b) Each of the three members of governing boards of school districts maintaining high schools within the area shall be selected by a plurality of the votes cast in an election by the governing boards of school districts maintaining high schools within the area. The governing board of each school district maintaining high schools within the area shall have one vote in each election.

(c) The representative of the Department of Employment Development shall be selected by the Director of the Employment Development.

(d) Each of eight public members shall be selected jointly by the Director of Employment Development, the Director of Vocational Education, and the Chancellor of the California Community Colleges.

(e) The representative of a county office of education shall be selected by a plurality vote of the county superintendents of schools in the area.

(f) Each of the three representatives of the private postsecondary educational institutions shall be selected by a plurality of the votes cast in an election by the administrators of the private postsecondary educational institutions in the area. Each private postsecondary educational institution shall have one vote in the election for each representative. The election shall be conducted in a manner to insure that each representative shall be connected with a different private postsecondary educational institution in the area.

(g) The representative of a regional occupation center or program within the area shall be selected by the Director of Education.

(h) The representative of apprenticeship shall be selected by the Department of Industrial Relations.

6268.9. Pursuant to Section 6268.22, provision shall be made for the selection of alternate representatives, not to exceed two each for categories described in subdivisions (a), (b), and (f) of Section 6268.6.

Interim vacancies in the committee membership shall be filled as follows: (a) the seating of an alternate representative, provided such person exists, or, lacking such alternate, (b) a selection for the appropriate category pursuant to Section 6268.8.

6268.10. Members of each area vocational planning committee shall serve without compensation, but they shall receive their actual and necessary traveling expenses in performing their duties under this article.

Area Master Plan

6268.12. Each area vocational planning committee shall, within two years following the initial meeting of the committee, develop and submit to the State Board of Education and to the Board of Governors of the California Community Colleges, and to any other appropriate policymaking body, an area master plan providing for maximum coordination between vocational, technical, adult, and continuation education agencies within the area, together with recommendations for the implementation of such master plan in the area.

Special Reports

6268.14. Each area vocational planning committee shall at the end of six months and one year following the committee's initial meeting, submit a report in each instance to the State Board of Education, the Board of Governors of the California Community Colleges, and the California Advisory Council on Vocational Education and Technical Training on the progress of the committee toward the development of a master plan, and the committee's recommendations on short-term improvement of existing vocational education programs.

The State Board of Education and the Board of Governors of the California Community Colleges shall report to the Legislature on the progress reports of the vocational education committees within 60 days after the board shall have received such reports.

Meeting with Superintendents

6268.15. Each area vocational planning committee shall arrange for at least one meeting each year for county superintendents of schools and superintendents of secondary and community college districts located in the area for the purpose of communicating progress toward the development of the area master plan and for the purpose of jointly planning vocational education opportunities as predicated upon employment projections within the area.

Copies of the minutes of such meetings shall be submitted to the Superintendent of Public Instruction and to the Chancellor of California Community Colleges.

State Master Plan

6268.16. Within one year of the receipt of the area plans from each of the area vocational planning committees, the State Board of Education and the Board of Governors of the California Community Colleges, with the advice of the California Advisory Council on Vocational Education and Technical Training,

shall develop, and thereafter shall amend annually, the state master plan in accordance with area master plans.

Submission of State Master Plan to Legislature

6268.18. The State Board of Education and the Board of Governors of the California Community Colleges, jointly, shall submit annually to the Legislature the state master plan described in Section 6268.16, together with proposed legislation for the implementation of the master plan.

Legislative Intent

6268.20. It is the intent of the Legislature in enacting this article that the area vocational planning committees formed hereunder, in forming their area master plans, shall give due consideration to all relevant planning efforts in the vocational area, both prior and concurrent, and to planning guidelines developed by the State Board of Education, the Board of Governors of the California Community Colleges, and the California Manpower Coordinating Committee.

6268.22. It is the intent of the Legislature in enacting this article that (1) the staff of the State Board of Education and the Board of Governors of the California Community Colleges and (2) the Department of Employment Development, through the coordination of the Director of Education, shall be responsible for its implementation and administration.

6268.24. Each area vocational planning committee shall make provision for local dissemination and response to the area vocational planning committee reports, as follows:

(a) The area vocational planning committee shall formally adopt its report to findings and recommendations, by majority vote of its membership, and shall immediately circulate the report to all agencies and organizations of each category prescribed in Section 6268.6 and to all other agencies and organizations requesting the report.

(b) Within 60 days of the receipt of the report, the governing boards of community college districts within the area, the governing boards of school districts maintaining high schools within the area, and the Department of Employment Development shall respond regarding acceptance and feasibility of implementing the recommendations.

(c) The area vocational planning committee shall solicit from other parties in receipt of the report their responses regarding acceptance and feasibility of implementing the recommendations.

(d) Within 120 days of the adoption of the report, the area vocational planning committee shall report, pursuant to Section 6268.14, its evaluation regarding local acceptance of the committee findings and recommendations, acceptance by state agencies of the committee findings and recommendations, the nature and extent of participation by all those agencies and organizations of each category described in Section 6268.6, and ways to improve committee effectiveness in the execution of the provisions of this article.

Pursuant to Section 6268.22, provisions shall be made for appropriate regulation for the implementation of this section.

6268.26. Each area vocational planning committee shall send a copy of its report to each local vocational education advisory committee within the area established pursuant to Section 6257. Each local committee shall advise its district governing board regarding its findings and recommendations as to the area vocational planning committee report.

6268.28. The Legislative Analyst shall evaluate and analyze the effectiveness of the area vocational planning committees in their execution of the provisions of this article, as regards: (a) local acceptance of the findings and recommendations of the area vocational planning committees, (b) acceptance of state agencies of the findings and recommendations of the area vocational planning committees, (c) nature and extent of participation by all those agencies and organizations of each category prescribed in Section 6268.6, (d) recommendations for improving the effectiveness of the area vocational planning committees in the execution of the provisions of this article, (e) findings and recommendations regarding the capability of the area vocational planning committees for area master planning, (f) the potential and capacity of the area vocational planning committees for supporting the development and maintenance of the state master plan for vocational and technical education pursuant to Section 6268.16, (g) the nature and extent of involvement and support activities by the respective state agencies regarding the particular area vocational planning committees in their carrying out of items (a) through (f), inclusive, (h) the practical and statutory limitations and capabilities for vocational area planning committees to be an integral part of the advisory bodies and vehicle for carrying out the planning provisions of Title X, Part B of the Higher Education Act of 1965, as amended by the 92nd Congress, Public Law 318, of the Education Amendments of 1972.

On or before March 1, 1973, the Legislative Analyst shall report to the Legislature his preliminary findings and recommendations on items (a) through (h), inclusive; provided that said report may also include items (a) through (d), inclusive. The final report shall be due August 1, 1973.